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ABSTRACT

This guide was developed to support families, the SoonerStart Early Intervention Program, schools, and community programs in meeting the federal and state requirements under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 for transition of children at age three. It provides guiding principles, recommended practices, and tools to promote smooth and effective transitions. The guide also serves to encourage practices that will reflect a home, school, and community partnership to benefit all concerned, including the family and child, the SoonerStart Early Intervention Program, local schools, and, ultimately, the community at large. Information is included on the transition timeline, Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs), evaluation and assessment, eligibility determination, and parental rights. Three appendices include: (1) A Look at My Child's Development; (2) A Guide for Sharing Information during Transition; and (3) The Continuum of Placement Options. The guide also contains a list of common abbreviations, a glossary of terms, and recommended readings to help children transition at age three. (Author/SG)

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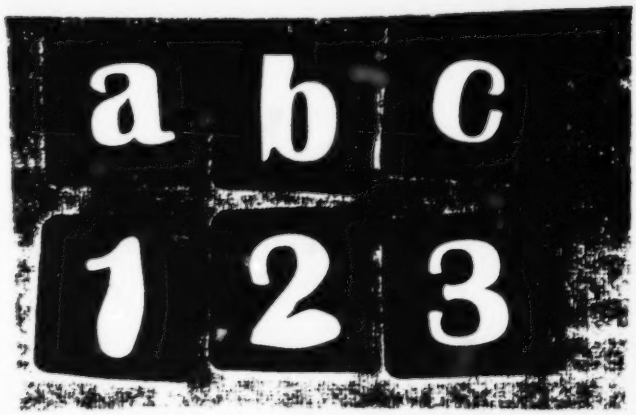
TRANSITION AT AGE 3

Steps for Success Transition Guide



for

Oklahoma Children with Disabilities, Their Families, SoonerStart Early Intervention Services, Schools, and Community Programs

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ACKNOWLEDGMENTS

This guide was developed to support families, the SoonerStart Early Intervention Program, schools, and community programs in meeting the federal and state requirements under the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 for transition of children at-age three. It provides guiding principles, recommended practices, and tools to promote smooth and effective transitions. The guide also serves to encourage practices that will reflect a home, school, and community partnership to benefit all concerned — the family and child, the SoonerStart Early Intervention Program, local schools, and, ultimately, the community at large.

The editors included Mark Sharp and Amber Villines-Hackney from the Oklahoma State Department of Education, Dathan Rush and M'Lisa Shelden from the Lee Mitchener Tolbert Center for Developmental Disabilities, the University of Oklahoma Health Sciences Center, and Laura Hansen from the Oklahoma LEND Interdisciplinary Leadership Education program. A special thanks goes to Art Director Danny Phillips and Photographer Jim Gumm, from the Publications Section, Department of Human Services.

Additional copies maybe obtained from the
Oklahoma State Department of Education, 405-521-3351,
and the Oklahoma Department of Human Services, 405-521-2277.

The following resources were used in developing this guide:

- Early Childhood Transitions in North Carolina:
  A Parents' Guide to the Infant-Toddler and Preschool Programs
- Individuals with Disabilities Education Act Amendments of 1997
  (Public Law 105-17)
- Oklahoma SoonerStart Policies Intervention Manual:
  Policies, Procedures and Guidelines (1996),
  Oklahoma State Department of Education
- Policies and Procedures for Special Education in Oklahoma,
  Oklahoma State Department of Education
- STEP AHEAD AT AGE 3. Bridging Early Services Transition
  Taskforce of the Kansas Coordinating Council on Early Childhood
  Developmental Services

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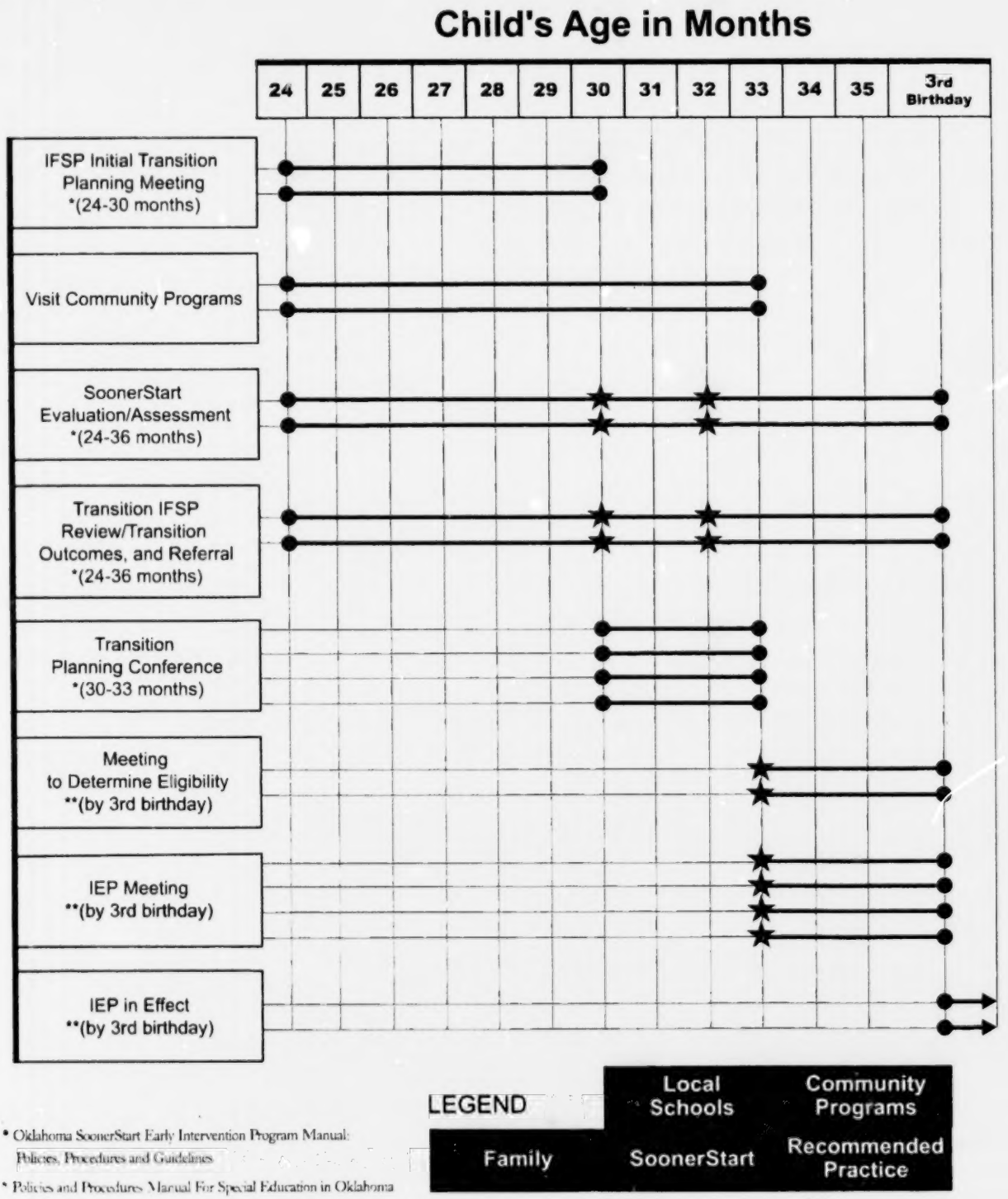
TRANSITION AT AGE 3

This serves as a practical guide to support families, the SoonerStart Early Intervention Program, schools and community programs in smooth and effective transitions for Oklahoma's children with developmental delays as they reach their third birthday.

No later than the third birthday, eligible children with developmental delays transition from SoonerStart Early Intervention services to public educational services and community services. This guide is a tool to assist everyone involved to plan together to make informed decisions and to help make this transition smooth and effective. Families, SoonerStart Early Intervention staff, school staff, and community programs make this transition together, one step at a time. This transition occurs because early intervention services for infants and toddle.s, from birth through age two, and their families are covered under different provisions of the IDEA, (Part C) than special education and related services for children ages three through 21, (Part B). Legally, these are different programs, covered by different regulations within the IDEA, the law that ensures a free and appropriate public education (FAPE) for children with disabilities. Services included under the IDEA are provided at no cost to the family. For children birth through age two and their families, services are provided through the Individualized Family Service Plan (IFSP). Children with disabilities, ages three through 21, receive services through an Individualized Education Program (IEP). If a family chooses not to participate in Part B services when the child first turns three, the family can pursue services at a later date by contacting the local school.

TRANSITION FROM SOONERSTART



* Oklahoma SoonerStart Early Intervention Program Manual: Policies, Procedures and Guidelines

** Policies and Procedures Manual For Special Education in Oklahoma

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DIFFERENCES BETWEEN THE IFSP AND IEP

Some significant differences exist among the types of services provided under the IDEA, Part C for children under age three and their families and the services provided under Part B for children ages three through five years. The family may want to know some of these differences before discussing services with the school to prevent misunderstandings.

Individualized Family Service Plan (IFSP) For children birth through age two and their families.	**Individualized Education Program (IEP)** For children ages three through five.
Includes information about the child's present levels of development. With the family's approval, it may also include the familyís resources, priorities, and concerns related to helping the development of their child.	Includes information about the child's present levels of educational performance and participation in developmentally appropriate activities. Includes information about the parents' concerns for enhancing the child's education.
The family determines the outcomes.	The IEP team, including the parents or guardians, teachers, and related service providers who may work with the child, determine the goals.
Includes the major outcomes desired for the child and family, and the criteria, procedures, and timelines used to determine: • the degree to which progress toward achieving outcomes is being made; and • whether modifications or revision of the outcomes are necessary.	Includes measurable annual goals, with benchmarks or short-term objectives that: • enable the child to be involved in and progress in the general curriculum; • state the procedures and how often to report the degree to which progress toward achieving goals is being made; and • state how parents will be regularly informed of progress.
Includes the natural environment where services will be provided.	Includes an explanation of the extent, if any, that the child will not participate with nondisabled children in regular activities or classes (least restrictive environment).
Includes the specific early intervention services necessary to meet the unique needs of the child and family to achieve identified outcomes, stating type(s) of services, how often and how long they will be delivered.	Includes the special education, related services, supplemental aids and services, modifications, and supports to be provided to help the child advance appropriately and participate in developmentally appropriate activities.

Child's Age: 24-30 Months

Checklist

- ☐ The general timeline and some individual outcomes for the transition were discussed.
- ☐ Needed community resources have been discussed.
- ☐ Evaluation and assessment was scheduled.
- ☐ IFSP review was scheduled.

The initial transition planning meeting is a time when the SoonerStart staff meets formally with the family to introduce transition. This can happen during a regularly scheduled IFSP review or can be a separate meeting. Additional resources may also be helpful when thinking about transition: other people who have young children, local parent or other organizations. Oklahoma Areawide Services Information System, OASIS, Oklahoma's resource and referral system (1-800-42-OASIS), can also provide information about community programs and link parents with similar interests. For example, parents may want to talk with other people who have been through this transition or contact local parent organizations.

The goal of this meeting is to begin planning the child's transition from SoonerStart. It is important for all team members to discuss the available community options for all three-year-old children. This is not the time to make decisions about placement (see page 17 for more detail).

To Plan Ahead . . .

The family will —

- talk about transition with SoonerStart staff;
- decide how actively they want to be involved in the planning process;
- discuss roles and responsibilities of all team members involved in the transition;
- consider talking with friends or other community resources to learn about transition; and
- explore community program options (see page 5).

SoonerStart will —

- conduct the regularly planned IFSP review as close to the child's second birthday as possible and include an initial discussion of transition;
- offer the family information about transition options and related community resources;
- answer questions the family has about transition;
- schedule an evaluation and assessment when the child is 24-36 months of age; and
- schedule a transition IFSP review.

An important step for any family when preparing for transition from SoonerStart is to begin visiting different programs to explore where three-year-old children are served in each community. Families who visit existing community programs have the opportunities to see different types of environments available for the child following transition. Community and school program settings for preschool-aged children with disabilities include those settings designed for children without disabilities. These environments allow children with disabilities to participate in meaningful activities and create opportunities that support children achieving age-appropriate abilities and skills. The Americans with Disabilities Act (ADA) prohibits any child with a disability from being excluded from any child care or preschool setting based upon a condition resulting from the child's disability. For example, a program that requires children to be toilet-trained cannot exclude a child with a disability that is not toilet-trained due to that child's condition or disability.

To Plan Ahead . . .

The family will —

- make an appointment and visit only at the time scheduled;
- consider whether they want SoonerStart staff or others to go with them;
- when arriving, check in at the office;
- come with questions to ask the teacher;
- schedule a time to talk with the teacher if unable to do so during the visit; and
- ask about enrollment procedures.

SoonerStart will —

- discuss a variety of program options available in the community;
- be knowledgeable about community resources for children at age three; and
- provide contact information.

Some questions to consider . . .

- What do we hope and dream for the child?
- Where would the child be if he or she did not have a developmental delay or disability?
- Where do we want the child to play and learn with other children in age-appropriate settings?
- What does the child need now to grow and develop?
- Does the family want to release information to the local school district?

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What do the Future Options for the Child Look Like?

Many families like to visit community preschools, Head Starts, child care centers and preschools located in public schools when thinking about transition. Here is a place to list programs in the community. **When visiting program options, it's helpful to picture the child as part of the group. Consider these questions**:

Do the children appear happy? Are they actively involved with materials and each other?

Does the program appear to match the way the child learns?

How is communication encouraged?

Does this program appear to compliment the family's values and cultural traditions?

Do program staff appear open to suggestions from families and others? How are families involved?

Would the child be in this program if he or she did not have a developmental delay or disability?

What is the ratio of adults to children in this program?

What is the ratio of children with delays or disabilities to children who are typically developing?

Is the travel time from the family's home to the program reasonable for the child?

Does the arrangement of the room allow the child to move about freely? Is there room for any equipment the child may need?

Are therapy services the child might need incorporated into program activities?

What are the program hours? Are these reasonable for the child and family?

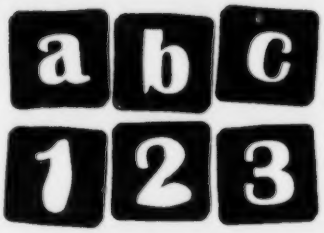
For group activities, do the children sit in chairs or on the floor? Can the child join the group easily?

Do the children eat while at the program? If yes, is food provided? Can meals and eating area be modified as needed for the child?

Program	Address	Phone

Child's Age: 30-32 Months

The SoonerStart team is required to complete a transition evaluation and a current assessment report of the child's present levels of functioning to assist in a smooth and effective transition, whether or not the family chooses to be referred to the local school for Part B services. Eligibility for early intervention services under Part C of the IDEA does not automatically transfer to eligibility under Part B nor does any specific diagnosis automatically qualify a child for special education and related services under Part B.



SoonerStart will complete a comprehensive evaluation; however, the school district may require additional information for eligibility or program decisions.

Areas Included in the Comprehensive Evaluation under Part C:

- ✔ Hearing and vision
- ✔ Health and medical history
- ✔ Developmental history
- ✔ Thinking and problem solving (cognitive development)
- ✔ Talking, listening, and understanding (communication development)
- ✔ Movement-gross motor and fine motor (physical development)
- ✔ Self-care skills (adaptive development)
- ✔ Getting along with others (social-emotional development)

During the SoonerStart Evaluation and Assessment Process . . .

The family will —

- share with the team what they feel is important about the child and family;
- try to schedule the evaluation and assessment activities at the child's best time — perhaps mornings or after naps or in the environment where the activity would normally take place; and
- share ideas and activities that have worked in the past.

SoonerStart will —

- provide a team to perform the evaluation and assessment;
- explain and plan the evaluation with the family;
- invite the local school district to participate, with the permission of the family;
- answer any questions the family and the local school district staff may have; and
- work with the family to develop a Transition Portfolio that emphasizes the child's strengths and the family's continued concerns.

Questions to Ask During the Evaluation and Assessment:

- What will be done and why?
- What information can the team expect to learn?
- What can the family expect to learn about the child?
- How long will it take?
- How can the family help?

Checklist

☐ Information from the family was included.

☐ Evaluation by the multidisciplinary team was completed when the child was 30-32 months old.

Child's Age: 30-32 Months

Checklist

- ☐ Continued concerns about the child's development were discussed.
- ☐ A variety of options were discussed.
- ☐ Evaluation and assessment results were discussed.
- ☐ Transition planning conference was scheduled (if applicable).
- ☐ Plans for the transition planning conference and other community services were discussed.
- ☐ Parent consent for referral was obtained (if applicable).

The family and SoonerStart Early Intervention staff will review the IFSP and discuss the evaluation results and assessment information. The team will plan transition activities that may be required for SoonerStart or the family to do over the next four to six months. These activities include planning and visiting programs, addressing any remaining equipment needs the family and child may have for the future, and identifying community resources. The family will also decide whether they want the child referred for Part B services. With parent or guardian consent, SoonerStart will contact the local school to schedule the required transition planning conference. If the family chooses not to refer their child, SoonerStart will assist the family in pursuing other options. As a means of preparing for transition, SoonerStart and the family may review and begin to complete Appendices A and B of this document, whether or not the family has chosen referral to Part B services.

During the IFSP review . . .

The family will —

- discuss continued concerns related to the child's development;
- bring a friend or relative if desired;
- ask questions;
- participate in discussions about options and future steps;
- help write a transition IFSP outcome;
- consider whether to give written permission for SoonerStart to refer the child to the local school district;
- consider whether to give written permission to release some or all of the child's records to the local school district; and
- share evaluation results from outside sources, if applicable.

SoonerStart will —

- participate in discussions about options and future steps;
- include the transition outcomes on the IFSP and steps to achieve these outcomes;
- ask permission from the family to refer the child for Part B services determination;
- share records, evaluation, and assessment information with the local school district, with permission from the parents or guardians;
- assist the family in finding community resources and share appropriate information, with permission; and
- schedule a transition planning conference, if applicable, at times convenient for all team members.

Child's: 30-33 Months

If the family chooses to be referred for Part B special education and related services, SoonerStart will convene a conference between current providers, the family, and representatives from local school and community programs. This conference will occur in a location agreeable to all team members, preferably in one of the child's current environments. The purpose of this conference is to develop a plan for the child's smooth and effective transition including timelines. When transitions are handled hastily, the only solution may be to "plug" the eligible child into a slot in an available classroom. The transition planning conference is an opportunity to consider the range of options mandated by the law. Due to the value of the information parents have, and in accordance with federal regulations, the transition planning team must consider information that parents bring to the transition planning conference. If the family provides evaluation results from outside sources, the existing data will be reviewed to identify what, if any, additional information is needed. It is not necessary to evaluate a child again if sufficient data are available to support the local school's team in determining eligibility for special education and related services under Part B. If missing components are identified at the transition planning conference or the available information is outdated, further evaluation procedures will be conducted prior to the Part B eligibility meeting convened by the local school.

Who attends a transition planning conference?

(from The Policies and Procedures for Special Education in Oklahoma)

The transition planning conference may include, but not be limited to:

I. the parent(s), surrogate parent(s), or legal guardian(s);
II. SoonerStart early intervention unit resource coordinator;
III. one (or more as appropriate) of the professionals directly involved in evaluating the child;
IV. one (or more as appropriate) of the professionals who are providing services to the child and family;
V. a representative from the LEA; and
VI. other future service providers, as appropriate.

Why is a transition planning conference necessary?

(from The Policies and Procedures for Special Education in Oklahoma)

The local school district will participate in the transition planning conference arranged by the SoonerStart Early Intervention Program.

The local school is obligated to ensure that Part B eligibility is determined and the IEP is developed on or before an eligible child's third birthday.

For eligible children who will turn three during the summer, after the beginning of the school year, or after the cut off date for school enrollment, the local school must develop an IEP on or before the child's third birthday. The IEP team shall determine the date when the specified services will begin, including services provided during the summer (extended school year), if needed.

Checklist

- ☐ Transition planning conference was held with the family, SoonerStart, and the local school district.
- ☐ Parents' rights were explained.
- ☐ A transition timeline was finalized.
- ☐ A transition plan was agreed to by all attending.
- ☐ Options in a variety of environments were discussed.

The family will —

- share hopes and dreams for the child;
- review parental rights information;
- ask questions about anything that is unclear;
- sign appropriate forms;
- participate in the transition planning process at the level that feels comfortable; and
- participate in planning where any further evaluation procedures will occur.

SoonerStart will —

- conduct the transition planning conference in a location agreeable to all team members, preferably in one of the child's current environments;
- send evaluation results, and other records promptly if the family approves;
- share all SoonerStart records released by the family; and
- revise the IFSP as necessary based on the results of the conference.

The Local school will —

- share parents' rights in special education;
- consider the family's concerns about the transition;
- review existing evaluation and assessment results;
- determine whether additional information will be needed; and
- plan how to obtain additional evaluation and assessment information across a variety of environments in a timely manner.

Child's: 30-33 Months

If the family chooses to be referred for Part B special education and related services, SoonerStart will convene a conference between current providers, the family, and representatives from local school and community programs. This conference will occur in a location agreeable to all team members, preferably in one of the child's current environments. The purpose of this conference is to develop a plan for the child's smooth and effective transition including timelines. When transitions are handled hastily, the only solution may be to "plug" the eligible child into a slot in an available classroom. The transition planning conference is an opportunity to consider the range of options mandated by the law. Due to the value of the information parents have, and in accordance with federal regulations, the transition planning team must consider information that parents bring to the transition planning conference. If the family provides evaluation results from outside sources, the existing data will be reviewed to identify what, if any, additional information is needed. It is not necessary to evaluate a child again if sufficient data are available to support the local school's team in determining eligibility for special education and related services under Part B. If missing components are identified at the transition planning conference or the available information is outdated, further evaluation procedures will be conducted prior to the Part B eligibility meeting convened by the local school.

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For eligible children who will turn three during the summer, after the beginning of the school year, or after the cut off date for school enrollment, the local school must develop an IEP on or before the child's third birthday. The IEP team shall determine the date when the specified services will begin, including services provided during the summer (extended school year), if needed.

Child's Age: 33-36 Months

The local school district is responsible for determining eligibility for the IDEA, Part B services. This determination will be made by a team of qualified professionals and the parents of the child. The IEP meeting may occur at the same time, or the two may occur at separate times. The family has the option to invite anyone they consider to have knowledge or special expertise regarding the child to an IEP meeting with the local school.

Areas Included in the "Comprehensive" Evaluation under Part B:

- ✔ Hearing and vision screening
- ✔ Health and medical history
- ✔ Developmental history
- ✔ Cognitive development
- ✔ Physical development
- ✔ Adaptive development
- ✔ Social and emotional development
- ✔ Communication development
- ✔ Present levels of performance in various settings during age-appropriate activities

IDEA Part B Eligibility Criteria

(from The Policies and Procedures for Special Education in Oklahoma)

A preschool-aged child may be determined to be eligible for special education and related services under the category of developmental delay if any one or more of the following eligibility criteria is met:

I. functioning two standard deviations below the mean in one domain; or

II. a 50% delay in developmental age functioning in one domain; or

III. functioning 1.5 standard deviations below the mean in two domains; or

IV. a 25% delay in developmental age functioning in two domains; or

V. information from a variety of sources, including parent input, teacher recommendations, and social or cultural background that indicates the child has a disability and needs special education and related services.

Each local school district will determine if it will use the eligibility category of developmental delay. This decision will be indicated on the Part I Annual Implementation Agreement for Special Education in Oklahoma. If the local school district has chosen to use the term developmental delay, the eligibility category will be "developmental delay" (except for the categories of deaf-blindness, deafness or hearing impairment, and visual impairment including blindness).

The family will —

- communicate with the school district to schedule any additional necessary evaluation procedures; and
- receive a copy of the evaluation report and documentation of determination of eligibility.

SoonerStart will —

- follow up with the school district regarding receipt of evaluation and assessment results and other information, questions, and concerns; and
- ensure transition to other services if a child is determined ineligible for Part B services.

The Local school will —

- invite the parents to meet with a group of qualified professionals to determine whether the child is eligible under Part B;
- consider all information supplied by the family and SoonerStart for determining eligibility;
- identify what, if any, additional information is necessary to determine whether the child is eligible; and
- conduct any further required evaluations.

When a child qualifies for special education and related services under Part B of the IDEA, the IEP team decides which services and placements are appropriate and necessary for the child, regardless of the identified areas of delay. The IEP meeting brings together the family, teachers, administrative personnel, and related service providers to put identified goals into writing. Family members are a very important part of the IEP team. The family shares information about the child's current activities, their hopes for the child, and what activities they would like the child to work on during the next year (refer to chart in appendix A). These activities could be addressed through goals and objectives or benchmarks on the IEP. The goals chosen for the child should fit into everyday routines and help the child to become more independent in learning, living, and playing in different environments.

Together, the IEP team members will decide:

1. the goals and short-term objectives or benchmarks with the highest priority;
2. what transportation and other related services (such as occupational therapy, physical therapy, or speech-language services) are needed to reach these goals and short-term objectives or benchmarks; and
3. the location and program in which the child can best meet the goals and short-term objectives or benchmarks (placement).

Parents or team members may include written comments or concerns on the IEP. Meetings can be rescheduled if families or other team members have concerns about any of the placement decisions or proposed services. The IEP team must obtain parental consent to implement the initial IEP. If parents are in disagreement with the IEP team's proposed or refused action and do not consent to initial placement, a due process hearing may be requested by the parents or the LEA.

THE CHILD'S IEP TEAM

Name	Area of Specialty	Telephone Number

After the child is determined eligible, the team writes an IEP and considers the placement options where the services might be provided. By law, the child's placement for Part B services must occur in the least restrictive environment (LRE) in which the child's goals can be met. LRE is a term used in the IDEA that means children with disabilities are educated with children who are nondisabled, to the maximum extent appropriate. The least restrictive environment continuum for preschool-aged children with disabilities includes those early childhood settings designed primarily for children without disabilities. These environments allow children with disabilities to participate in appropriate activities and opportunities that support children achieving age-relevant abilities and skills. Depending on the IEP goals, modifications, supplementary aids, services, and supports may be needed (for example, training for the staff, changes in surroundings or equipment, or specially chosen materials in order to help the child learn in the new environment).

Unless the IEP requires some other arrangement, location of Part B services must be

- as close as possible to the child's home,
- in the school the child would attend if nondisabled, and
- a team decision.

For example, at age three, a child who has been successfully participating in a community preschool with typically developing peers should not automatically be placed in a public preschool with children who all have developmental delays. The time for making this decision is at the IEP meeting, after the IEP goals have been written and LRE program options have been explored.

Continuum of Alternative Placements

(from The Policies and Procedures for Special Education in Oklahoma):

The disability category of a preschool-aged child should not determine the placement, location, or services to be provided to meet the child's needs. Placement and services should be individually determined based upon the IEP team's consideration of a child's present levels of performance, abilities, and needs rather than a categorical disability; the IEP team will consider what services and placement are necessary to carry out the goals, objectives or benchmarks for the child to benefit from the IEP. Preschool children shall be educated in the environments that the children would participate in if nondisabled, to the maximum extent appropriate.

Defined Placement Options Include:

(from The Policies and Procedures for Special Education in Oklahoma):

- Early childhood setting
- Home
- Itinerant services outside the home
- Reverse mainstream setting
- Part-time early childhood/part-time early childhood special education setting
- Early childhood special education setting
- Separate school
- Residential facility

(For definitions see Appendix C)

Checklist

- ☐ The IEP meeting was held.
- ☐ The appropriate forms were signed.
- ☐ Discussion and decision-making included the family, the local school staff, and others invited.
- ☐ Agreement was reached and the IEP was written.
- ☐ All present signed the IEP, if in agreement.
- ☐ Parents signed consent for initial placement.

The family will —

- discuss concerns for their child's educational needs;
- describe the child's current and anticipated activities;
- share ideas for goals and short term objectives or benchmarks;
- discuss options for placement and services;
- sign the IEP; and
- sign consent for initial placement, if in agreement

The local school will —

- share ideas for goals and short-term objectives and benchmarks;
- discuss options for placement and services;
- record the plan on the IEP forms;
- inform the parents how they will be regularly informed of their child's progress;
- arrange for IEP services to be implemented;
- provide the parents with a copy of the IEP.

SoonerStart will —

- attend the IEP meeting if invited;
- share ideas for goals and short-term objectives and benchmarks; and
- discuss options for placement and services.

Enrollment

If the child is enrolling in a preschool program, the team should discuss whether the following items are required:

I. Birth certificate;
II. Social security card;
III. Immunization records (must be current);
IV. Records from current programs;
V. Medicaid number and card copy (if applicable);
VI. Dates of the child's firsts — such as sitting up, talking, etc.;
VII. Health records;
VIII. Proof of residence.

Child's Age: 36 Months

After the IEP has been written and placement decisions made, it's time to put the program into action. This is an exciting time of new beginnings for the child and family. As with anything new, many questions will arise. It's important for all members of the IEP team to face these issues together, share information, and make decisions that are in the best interests of the child.

Topics to be reviewed . . .

- Health records and immunizations
- Transportation arrangements
- Special equipment
- Medications
- Special diet
- Staff orientation or training
- Those involved in raising the child
- Emergency contacts and procedures
- Other unique needs and special factors

Questions Families May Ask About the New Program

- Can we do a trial run on the bus or van?
- What school supplies will my child need?
- Are meals and snacks provided?
- Does the teacher understand the times when my child will need special help?
- What types of discipline are used?
- When and how does the teacher prefer to communicate with parents?
- What activities are there for families at the new program?
- What supplies should the family provide (such as diapers, extra clothes, wipes)?
- Can parents observe?

Other issues that may be discussed at this step include planning for the child's first days in the new program and finding ways to make those transitional days happy and successful. This may require visits to the new program, practice bus or van rides, or bringing a familiar toy from home.

The key to assuring a good beginning is close communication among all that know and care for the child. As the team works together, each member will think of many creative ideas to help the child enjoy the step ahead. If problems arise, they too should be discussed in an atmosphere of openness and respect.

Questions Children May Ask

- Who are all these people?
- Can someone I know stay with me for a while?
- Can I play with all these toys?
- Can I bring my blanket to school?
- What if I get tired or hungry?
- Who will help me?

Checklist

☐ The child made the transition from SoonerStart services to a new program with Part B services.

☐ The team worked together to resolve any issues that arose.

☐ Communication with all team members continues.

The family will —

- ask questions;
- help staff at the new program understand the child;
- continue to communicate with the child's team about helping the child be happy and successful in the new program; and
- help the child feel excited about this transition.

SoonerStart will —

- ask questions;
- share information with the family and the new program(s); and
- help the child prepare for the new program(s).

Receiving Program will —

- ask questions;
- arrange for the IEP to be carried out;
- consider the family's needs in making decisions;
- continue to communicate with the family and service providers; and
- welcome the child and family.

At this Point . . .

the team has worked through the transition process. The child has moved from SoonerStart Part C services to a program with Part B services.

All transitions are more successful when families and service providers work through the process together, sharing their views of the child and their creative ideas. This will help to make a free and appropriate public education a reality for every child and family.

The Law Says

The IDEA Amendments of 1997 provide certain rights for parents of a child with a developmental delay or disability. It is very important for parents or guardians to be fully aware of these rights. If at any point the parents or guardians are uncertain about their rights, they can contact the local school district or the State Department of Education. Other sources of information are listed below. No member of the team is required to sign any agreement until the member understands what it means for the child. In brief, parental rights under the IDEA, Part B (for children ages 3-21) include the following:

Prior Notice — Parents or guardians must be provided written notice a reasonable time before any agency evaluates, reevaluates, or places the child in special education. Parents or guardians must be notified before any action is taken or refused that may change the child's identification, placement, or provision of a free, appropriate public education.

Parental Consent — Parents or guardians must agree in writing before the school initially evaluates or serves the child in special education.

Parent Participation — Parents or guardians must be consulted about the child's educational program and invited to participate in IEP meetings and decisions. Meetings must be scheduled at times convenient for all members of the team to attend. Communication must be in the parent's or guardian's native language.

Educational Evaluation — Procedures used, in accordance with Federal and State requirements, to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Access to Records — Parents or guardians may examine and have access to all of the child's education records. Parents will receive copies of evaluation results, documentation of eligibility decisions, and IEPs.

Confidentiality of Information — The information maintained and used by the school district regarding the child must be kept confidential.

Mediation and Due Process — If parents or guardians and the school cannot agree on the evaluation, the identification, the placement, or the provision of a free and appropriate education for the child, both the parents or guardians and the school have the right to seek mediation or request a due process hearing to settle this difference of opinion. Mediation is a voluntary process and is provided at no cost to parents and school.

Sources of Information About Parental Rights

- Local Special Education Director
- Oklahoma State Department of Education
  1-405-521-3351
- OASIS
  1-800-42-OASIS
- Oklahoma Parent Center (OPC)
  1-405-619-0500
- Parent and Training Information
  1-877-553-IDEA (4332) Toll Free for Parents

This does not replace the notice of procedural safeguards and parental rights under Part B provided by the local school.

APPENDIX A

A Look at My Child's Development

Area of Development	Some Things My Child Knows or Already Does in This Area	Some Things I Would Like My Child to Learn in This Area
PLAY - sharing, taking turns, and playing by self and with others		
LANGUAGE - sharing needs, following directions, listening; concepts such as up, down, in, out		
DRESSING - taking clothes off and putting on, zipping, buttoning		
TOILETING - sitting on or standing at the toilet, time scheduling, toilet training, wiping, washing hands		
READING - looking at pictures, listening to stories, favorite characters		
MEALS - type of bottle or cup used, eating with utensils, eating a variety of foods, table manners		
THINKING - colors, sorting, solving problems		
MOVING - crawling, pulling to stand, walking, running, playing ball		
OTHER - please list		

Adapted from:
Hains, A.H., Rosenkoetter, S.E. & Fowler, S.A. (1991). Transition planning with families in early intervention programs. Infants and Young Children, 3(4), 38-37.

APPENDIX B

A Guide for Sharing Information with Receiving Programs During Transition

Child's Name: _____ Date of Birth: _____

Parents or guardians: _____

Child's address: _____

_____

_____

Primary family contact name: _____

Telephone Number: work: _____ home: _____

Date of Transition: _____

Program and services prior to transition on third birthday? _____

1. Describe your child:

2. What are some activities your child enjoys doing the most?

3. What are some things that are most difficult for your child to do or learn?

4. What are some ways you help your child with these difficult things?

5. Describe the types of rewards that work best for your child.

6. What types of discipline work best with your child?

APPENDIX C

Continuum of Alternative Placements for Preschool Children (Ages 3-5)

Early Childhood Setting

This includes preschoolers who receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings. This may include, but is not limited to: regular kindergarten classes, public or private preschools, Head Start Centers, child care facilities, preschool classes offered to an eligible pre-kindergarten population by the public school system, home/early childhood combinations, and other combinations of early childhood settings.

Home

This includes preschoolers who receive all of their special education and related services in the principal residence of the child's family or caregivers.

Itinerant Services Outside the Home

This includes preschoolers who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (that is, no more than three hours per week). These services may be provided individually or to a small group of children. This may include, but is not limited to, speech instruction up to three hours per week in a school, hospital, or other community-based setting.

Reverse Mainstream Setting

This includes preschoolers who receive all of their special education and related services in educational programs designed primarily for children with disabilities, but that include 50 percent or more children without disabilities.

Part-time Early Childhood/Part-time Early Childhood Special Education Setting

This includes preschoolers who receive services in multiple settings, such that:

(1) general and special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and

(2) special education and related services are provided in programs designed primarily for children with disabilities.

This may include, but is not limited to: home/early childhood special education combinations; Head Start, child care, nursery school facilities, hospital facilities on an outpatient basis, or other community-based settings with special education provided outside of the regular class; regular kindergarten classes with special education provided outside of the regular class; separate school/early childhood combinations; and residential facility/early childhood combinations.

Early Childhood Special Education Setting

This includes preschoolers who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services are provided in early childhood settings for nondisabled children. This may include, but is not limited to: special education classrooms in regular school buildings; special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and special education classrooms outside regular school buildings.

Separate School

This includes preschoolers who receive all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities. Such programs are not housed in regular school buildings or community based settings. This may include, but is not limited to: a child who attends a cooperative program at a separate facility for students with disabilities; a child who attends a state-operated school, such as the School for the Deaf or the School for the Blind, on a day school basis, returning home each day; or a child who is placed by the LEA in a private accredited day school that provides special education services.

Residential Facility

This includes preschoolers who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

COMMON ABBREVIATIONS AND ACRONYMS

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AE	Age Equivalent
ASL	American Sign Language
AT	Assistive Technology
BD	Behavior Disorder
CA	Chronological Age
CP	Cerebral Palsy
D/B	Deaf/Blindness
DA	Developmental Age
DAP	Developmentally Appropriate Practice
dB	Decibel
DD	Developmental Delay or Developmental Disability
DDSD	Developmental Disabilities Services Division of Department of Human Services
DHS	Department of Human Services
DMHSAS	Department of Mental Health and Substance Abuse Services
DQ	Developmental Quotient
DRS	Department of Rehabilitation Services

ED	Emotional Disturbance or Emotional Disorder
EI	Early Intervention
EPSDT	Early and Periodic Screening, Diagnosis and Treatment
ESL	English as a Second Language
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FERPA	Family Education Rights and Privacy Act
IP	Individual Plan
IQ	Intelligence Quotient
LD	Learning Disability
LEA	Local Education Agency
LRE	Least Restrictive Environment
MA	Mental Age
MD	Multiple Disabilities
MEETS	Multidisciplinary Evaluation and Eligibility Team Summary
METS	Multidisciplinary Evaluation Team Summary
MMR	Mild or Moderate Mental Retardation
MR	Mental Retardation
MR/DD	Mental Retardation/Developmental Disability
OASIS	Oklahoma Areawide Services Information Systems
OCCY	Oklahoma Commission for Children and Youth
OHI	Other Health Impaired
OI	Orthopedically Impaired
OSDE	Oklahoma State Department of Education
OSDH	Oklahoma State Department of Health
OT	Occupational Therapy or Occupational Therapist
Part B	Part of IDEA that regulates educational services to children with disabilities ages 3-21
Part C	Part of IDEA that regulates services to children with disabilities ages birth to 36 months (formerly Part H)
PT	Physical Therapy or Physical Therapist
PTI	Parent Training and Information Center
RESC	Regional Education Services Center
SLP	Speech-Language Pathologist
TBI	Traumatic Brain Injury
VI	Visual Impairment

GLOSSARY OF TERMS

Adaptive development — self-care skills such as dressing, eating, and toileting.

Advocacy — trying to assure that the services that are appropriate for the child are received.

Assessment — examination of the child's performance and development. This information is useful for program planning. The planning process may or may not result in special education and services.

Assistive technology — includes devices and services. Assistive technology devices include any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Assistive technology services include any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

Benchmarks — describes the amount of progress a child is expected to make within specific segments of the year.

Cognitive development — thinking, understanding, and problem solving.

Communication — talking or signing, listening and understanding.

Community programs — for preschool-aged children, community programs include any setting in the community where the child may participate in activities with same age peers.

Developmental delay — a disability category used by SoonerStart Early Intervention under Part C and also by some school systems for children in the preschool, early intervention years who qualify for special education and related services under Part B.

Due process — the legal procedures or steps available to protect the educational rights of the student.

Eligibility — the criteria used to determine if a child qualifies for early intervention or special education and related services.

Extended school year services (ESY) — services provided under Part B when school is not typically in session, such as during the summer.

Evaluation — the process used to determine eligibility. In Part B services, this also refers to assessment (see definition above).

Even Start — The purpose of the Even Start Family Literacy Program is to help break the cycle of poverty and illiteracy by improving educational opportunities for families. This is accomplished by integrating early childhood education, adult literacy and adult basic education, and parenting education into a unified literacy program. The program is voluntary and based on the philosophy that parents are their children's first and most important teachers.

Goals — broad, general target areas of skill development written by the IFSP or IEP team.

Individuals with Disabilities Education Act (IDEA) — the federal law that provides the regulations for early intervention, and special education and related services for children birth through age 21. Part B outlines services for children ages three through 21, and Part C outlines services for children birth to age three and their families.

Individualized Education Program (IEP) — a written education program designed to meet the individual special education and related services needs of a child with a disability.

IEP meeting — a time when the family meets with representatives from the local school district to plan for the child's education program and the writing of the IEP.

Individualized Family Service Plan (IFSP) — a written plan designed to meet the individual needs of an infant or toddler and family.

Intervention — all of the efforts made on behalf of the child to help the child function in the environments where children grow and learn.

Initial planning meeting — a time when the SoonerStart staff meets formally with the family to introduce transition options.

Local education agency (LEA) — the local school district.

Least restrictive environment (LRE) — to the maximum extent appropriate, children with disabilities are educated with children without disabilities as required by the IDEA.

Mediation — a voluntary process of resolving disputes with the assistance of an outside third party with no cost to either party. Either a parent or the school district can request mediation.

Multidisciplinary evaluation team summary — a form used by SoonerStart to document evaluation results and eligibility for Part C services.

Multidisciplinary evaluation and eligibility team summary (MEETS) — a form used by the local school district to document eligibility for Part B services.

OASIS — "Oklahoma Areawide Services Information System," an information and referral service for families that can link families with statewide services.

OPAT — Oklahoma Parents As Teachers is a unique parent education program designed to give children the best possible start in life. The program is based on the philosophy that parents are their children's first and most important teachers. It is a voluntary program for all parents with children birth to age three.

OPC — Oklahoma Parents Center, a parent training and information (PTI) center providing services statewide to parents and professionals enabling them to work together to provide appropriate educational programs for children with disabilities.

OSDE — Oklahoma State Department of Education.

Physical development — movement, gross and fine motor.

Placement — describes the services and location for a child who qualifies for Part B services.

Procedural safeguards — all rights that are guaranteed to the parent and child with a disability under IDEA.

Public program — a program run by the local school district or another public agency.

Receiving programs — any program(s) in which a child may receive services after turning age three.

Referral — a written request for a child to be individually tested to determine whether the child has an educational disability and needs specially designed instruction and related services.

Related services — related services are supportive services required under Part B of the IDEA to assist children with disabilities to participate in education, or, in the case of preschool-aged children, developmentally appropriate activities. Related services for a child are discussed during the IEP meeting. Examples of related services include assistive technology services and devices, special transportation arrangements, occupational therapy, physical therapy, and speech language services. When children qualify for special education services under Part B of IDEA, the IEP team decides what related services are appropriate and necessary for the child, regardless of the identified areas of delay.

Section 504 of the Rehabilitation Act of 1973 — an act that provides that public entities cannot discriminate based on disability and must provide accommodations if an individual has a physical or mental impairment that substantially limits one or more of the major life activities.

Section 619 of Part B of the IDEA — the federal regulations for special education and related services for children ages three through five.

Service delivery — the manner or setting in which special education and related services will be provided to the child and family.

Short-term objectives — breaking the skills described in an annual goal down into discrete parts.

Special education — means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

Social-emotional development — getting along with others.

SoonerStart — the name for Oklahoma's statewide early intervention (Part C) services.

Transition planning conference — a time when the family, representatives from Part C (early intervention services) and Part B (special education and related services) meet to begin discussions to make specific plans for the child, and to ensure a smooth and effective transition on or before the child's third birthday.

Transition team — the family, members from SoonerStart, the local schools, and other local programs who work together to help ensure a smooth and effective transition from Part C to Part B services.

RECOMMENDED READINGS

Starting School By Janet and Allan Ahlberg
This is a general picture book and story about the first four months of school, showing children doing some typical and some less typical school activities.
Published by Puffin; ISBN: 0140508430.

Amigos en Escuela/ Friends at School By Rochelle Burnett
This book, available in both English and Spanish, shows children of different abilities working and playing together at school.
Published by Star Bright Books; ISBN: 1887734155.

Will I Have a Friend? By Miriam Cohen
A book about the first day of school. Pictures include a typical integrated kindergarten.
Published by Alladin Paperbacks; ISBN: 0689713339.

My First Day at School By P.K. Halliman
Traces a typical first day at school. Pictures include a typical integrated classroom.
Published by Ideals Children's Books; ISBN: 0824985338.

Let's Care about Sharing By P.K. Halliman
Encourages children to share toys and feelings, and to play with each other.
Published by Ideals Children's Books; ISBN: 1571021051.

A Rainbow of Friends By P.K. Halliman
A book about acceptance of others.
Published by Ideals Children's Books; ISBN: 0824986539.

Nick Joins In By Joe Lasker
A more serious book for children ages 4-8 about some concerns children have when a child in a wheelchair joins their class.
Published by Albert Whitman & Co.; ISBN: 0807556122.

Timothy Goes to School By Rosemary Wells
Timothy learns about making friends at school. Part of the story is about a boy who is less accepting of others, and how Timothy copes with this.
Published by EP Dutton; ISBN: 0140547150

NOTE: If you can't find these books at your local library or bookstore, you may be able to order them. Providing the publisher and ISBN number can help bookstores or libraries in ordering.

Transition at Age 3
Steps for Success Transition Guide
for
Oklahoma Children with Disabilities, Their Families,
SoonerStart Early Intervention Services,
Schools, and Community Programs

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